

Composing a Graphic Score for a Silent Film

Context:

This unit will take place in a grade 10, instrumental (band) music class towards the end of the semester. Through this unit, students will come to understand how music and sound can alter our perceptions of mood and what are considered important events in film. The 4 days of this unit should not be run consecutively in order to give the students a longer timeframe to complete homework and properly develop their scores.

Included in the following pages are:

- Unit planner

(framework from DI Scrapbook,
<http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010DIScrapbook.pdf>, pg 2)

- 4 lesson plans (framework from DI Scrapbook, pg 5)
- Project handouts
 - Outline
 - Creative process
 - Rubric for evaluation

Note: This unit covers many curriculum expectations. The expectations listed are those being evaluated and focused on. This unit may be altered to accommodate a variety of situations by expanding or changing the specified expectations.

Differentiated Instruction Unit Planner	
Graphic Scores and Silent Films	
DIFFERENTIATED INSTRUCTION DETAILS	
Subject/Course Code/Title/Curriculum Policy: Music, Grade 10, AMU2O1 Duration: 4 x 75 minute periods	
WHAT DO WE WANT STUDENTS TO LEARN?	
Overall Expectation(s)/Specific Expectation(s): Students will:	
<p>A1 The Creative Process: apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging</p> <p>A1.2 Apply the creative process when composing and/or arranging music</p> <p>A2 The Elements of Music: apply elements of music when performing notated and improvised music and composing and/or arranging music</p> <p>A2.3 Apply the elements of music and related concepts appropriately when composing and/or arranging simple pieces of music</p> <p>B1.2 Identify and explain the use of elements and other components of music in a variety of selections, including their performance repertoire</p>	
PRIOR LEARNING	
<p>Prior to this lesson, students will have:</p> <ul style="list-style-type: none"> • Experience performing graphic scores • Some experience composing graphic scores • Knowledge of the elements of music 	
HOW WILL WE KNOW STUDENTS HAVE LEARNED IT?	
<p>Assessment/Success Criteria</p> <p>Achievement Chart Category</p> <ul style="list-style-type: none"> • Knowledge of content; Student demonstrates considerable knowledge of the elements of music • Use of creative thinking process; Student uses the creative thinking process with meaningful reflection to create their score • Transfers knowledge and skills; transfers knowledge and skills with considerable effectiveness 	<p>Assessment Tool(s) (i.e., checklist, rubric, rating scale, anecdotal comments, marking scheme)</p> <p>Self, peer, and teacher assessment will be ongoing and kept track of in the students' journals. Most feedback from peer and teacher will be verbal.</p> <p>A rubric will be used to evaluate the composition, statement, and journal</p>
<p>Evaluation: Culminating Task(s)</p> <ul style="list-style-type: none"> • Students will submit/recite a statement of intent (K/U), marked during performance • Students will submit a journal of their creative process (Think), marked after performances • Students will perform their score as their chosen movie plays, marked after statement of intent is read 	

HOW WILL WE DESIGN INSTRUCTION AND ASSESSMENT TO HELP STUDENTS LEARN?	
<p>Knowledge of Students</p> <p>Differentiation based on student:</p> <p style="padding-left: 40px;">Interests – individual or group work, selection of silent film, choice of instrumentation</p> <p>Need to know:</p> <ul style="list-style-type: none"> • How students would like to compose, and perform their score (in terms of number of group members, or as individuals) <p>How to Find Out</p> <ul style="list-style-type: none"> • Students move to a designated position in the room declaring if they would like to work individually, in pairs, or in threes • Students may then choose their group members from those with similar interests <p>Differentiated Instruction Response</p> <p>What to learn: Topic – students may choose their own silent film (given parameters), or one of the suggested films</p> <p>Ways of learning: Process – Students will cycle through the creative process at their own pace to create their unique score</p> <p>Ways of demonstrating learning: Product – Media of score, instrumentation, and overall composition are all open to student interpretation</p> <p>Learning environment: Students may choose to work individually, in twos or threes</p>	
POSSIBLE LEARNING EXPERIENCES:	
Whole Class or Groups:→ Learning Experience—Strategy and/or Structure	
Note: See following lesson plans	
<p>Materials and Resources—Teacher</p> <p>Selection of silent films</p> <p>Creative process diagram, handouts</p> <p>White/Chalk board with variety of writing utensils</p> <p>Computer and Projector</p>	<p>Materials and Resources—Student</p> <p>Chosen silent film (with time counter)</p> <p>Paper, drawing utensils</p> <p>Instruments or other performance media</p> <p>Journal/Lined paper</p> <p>Class computers, laptops, smart-phones, ipods</p>

Lesson 1 – The Project

Minds On
<p>Play a silent film that would appeal to the current students (with no sound/music)</p> <p>As a class, brainstorm sounds that could have improved the viewing experience (7 min)</p> <p>Play it again with traditional accompanying music.</p> <p>Discuss how the music added to the viewing experience (7 min)</p> <p>(Assessment for learning opportunity)</p> <p>Volunteer distributes assignment handouts.</p>
Action
<p>As a class, a graphic score will be completed to model using the creative process and creation of a graphic score.</p> <ol style="list-style-type: none"> 1. Play a short film. Students make note of important events. (<i>Challenge</i>) 2. Discuss what type of mood would best suit the film. <ul style="list-style-type: none"> - Brainstorm ways of achieving this through sound (<i>Imagining and Generating</i>) 3. List, in order, the important events that should be highlighted by the music. (<i>Planning and Focusing</i>) 4. Create sounds and symbols/notation to represent the desired sounds (<i>Exploring and Experimenting</i>) 5. Play through score with class <ul style="list-style-type: none"> - Critically reflect, revise, and continue cycling through creative process (<i>Preliminary Work and Revising and Refining</i>)
Consolidation and Connection
<p>During the creation of the score, assessment for and as learning will take place. In particular, “Step 5” will provide the best opportunity to assess understanding of task and goal.</p> <p>The revision and refining process are the consolidation of the day’s activity.</p> <p>Homework: Choose a silent film from Youtube (approx. 60-90 sec.) that they would like to compose for. Students may wish to choose from one of the pre-selected videos.</p>

Lesson 2 - Exploring

Minds On
<p>While taking attendance, ask: "In one or two words, what is the subject of your silent film?" (Also used as learning skills homework check)</p> <p>Determine groups by moving to the area in the room that corresponds to the number of students who will be in a group (1-3). Students may choose their own group members as this activity is being evaluated. (10 min)</p>
Action
<p>Students refer to "Creative Process" handout</p> <p>Students are given approx. 30 min to reach and begin "exploring and experimenting"</p> <ul style="list-style-type: none">- As they work, students should be logging their activities- Teacher circulates to monitor, give feedback and guide process (assessment as learning)
Consolidation and Connection
<p>Students will meet with another group (as assigned by the teacher) to share their work and receive a short peer critique (10 min each X2 = 20 min) (assessment as learning)</p> <p>Students will be given the last 10 min to reflect on their work to this stage including the peer review. (assessment as learning)</p>

Lesson 3 - Producing

Minds On
<p>Play a very short silent film with accompanying music. Discuss the sounds they heard. Also "What would you have changed about the music?" (10 min) (assessment for/as learning)</p>
Action
<p>Students will separate into groups and continue working on their scores. They should be at the "Producing preliminary work stage". (20 min) The teacher will match students with another group for a short peer review session. (15 min) (assessment as learning) Students will begin to revise and refine their scores until the period ends. Teacher circulates during period to provide guidance and feedback on process (assessment as learning)</p>
Consolidation and Connection
<p>Students will be in conversation with their peers and teacher during the creative process. They will also be logging their own thoughts and actions as they create their score.</p> <p>**This stage ("Producing") may be extended into an extra day if the students require the time to work and rehearse for their performance.</p> <p>Homework: Finish "Statement of Intent". Students are to write a paragraph detailing the mood they tried to create with their score, the events they decided to highlight, and how the elements of music were manipulated to achieve these results.</p>

Lesson 4 – Film Festival

Minds On
<p>For attendance, students will state the name of their favourite movie score. Students will be given 5-10 min to warm-up/prepare for their performance</p>
Action
<p>Each group will present their composition with their film on "the big screen". They will then read their statement of intent. A very brief critique will be taken from the audience in relation to how the group's intent aligned with their performance.</p> <ul style="list-style-type: none"> - Assessment of learning process begins during their presentation - Evaluate statement of intent during group feedback - Evaluate performance while next group gets set-up
Consolidation and Connection
<p>Homework: Students will finish their logs, which will also include reflection on their performance and audience reaction.</p>

Creativity Mini-Unit

July 25, 2011

Jamie Wilkie

Composing for Silent Films (Student Handout)

The Project: Compose a graphic score that will accompany a silent film.

The Goal: To understand how music and sound can alter our perceptions of mood and what are considered important events (in film).

Timeframe: 4 classes including the presentation day.
Presentations and supplementary work will be due on _____.

Tasks: 1. Compose an original graphic score that creates a specific mood and highlights key cinematic events by manipulating the elements of music.

2. Write a statement of intent that details what elements you are manipulating and why.

3. Keep a detailed log/journal of your pathway through the creative process.

Topics to include: Brainstorming ideas
Plans, sketches
Successes/Failures
How/Why you made a revision
Was the performance of the score how I envisioned? (Did it succeed?)
Self-reflection through various stages of the creative process
Feedback from peers through various stages of the creative process
Feedback from teacher through various stages of the creative process

The Film: Should be between 60 and 90 seconds long.
May be a classic film, current/new film, or your own film (created outside of class time).
It may be a short clip from a longer film.
May be on any subject matter that is appropriate for school viewing.
It should contain subject matter that you are interested in.
It should *not* be a film that has sound and music, but is played on mute.

Evaluation: Please see the attached evaluation criteria and rubric.

Creativity Mini-Unit

July 25, 2011

Jamie Wilkie

The following criteria will be used to evaluate your silent film score:

1. Knowledge of the elements of music
 - Student clearly explains through their statement of intent how the elements of music were used to create the desired mood and highlight important cinematic events
2. Musical performance
 - Performance accurately reflects what is described in the statement of intent through purposeful manipulation of the elements of music
3. Use of creative process
 - Student logs actions, self-reflection, and peer and teacher feedback related to the current phase of the creative process (marked on basis of completion)

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge of content (K/U) - statement of intent	Student demonstrates knowledge of the elements of music with a high degree of effectiveness	Student demonstrates considerable knowledge of the elements of music	Student demonstrates some knowledge of the elements of music	Student demonstrates limited knowledge of the elements of music
Transfers knowledge and skills (App) -performance	Manipulates elements of music during performance with a high degree of effectiveness	Manipulates elements of music during performance with considerable effectiveness	Manipulates elements of music during performance with some effectiveness	Manipulates elements of music during performance with limited effectiveness
Use of creative thinking process (Think) - journal	Student uses the creative thinking process with thorough, meaningful reflection to create their score	Student uses the creative thinking process with meaningful reflection to create their score	Student uses the creative thinking process with some meaningful reflection to create their score	Student uses the creative thinking process with limited amount of meaningful reflection to create their score
Comments				

The Creative Process (Handout for Students)	
<i>Stage of the Process</i>	<i>Sample Thoughts and Actions</i>
Challenging and inspiring	“What silent film do I want to compose a score for?”
Imagining and generating	“What mood do I want the film to have?” “How can my score alter the original mood of the film?” “Do I want to change the meaning of the film through my music?”
Planning and focusing	“What cinematic events do I want to highlight?” “When do these events happen?”
Exploring and experimenting	“What sounds do I want and how can I create them?” Or “I love this sound, how can I incorporate it in my film?”
Producing preliminary work	Creating a first draft of the score
Revising and refining	“Can I improve the mood?” “Can I highlight a cinematic moment in a more appropriate manner?” ...If “Yes”, then “How will I do that?”
Presenting and Performing	Perform your score with the film for the class
Reflecting and evaluating	Create a final log/journal entry reflecting on overall result of performing your score. Were you successful in portraying the mood you wanted and in highlighting the key cinematic moments?